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This report is a description of a program for training teacher aides which will provide a framework for understanding children and education goals in first grade classes. The program is outlined in sections: (1) the uses and limitations of teacher aides (the basic philosophy of their existence); (2) the procedure for recruitment and considerations for selection and retention of the aides; (3) the experiences provided in the nine-day aide training curriculum (the body of the report which focuses on orientation to the school system and public education in general, the child and the learning process, the implications of social conditions on the teaching and learning of the first grade child, the specific curriculum areas of first graders including an overview and methods of teaching arithmetic, reading, and language arts, and the effective use of audio visual equipment; (4) the guidelines and duties of teacher aides; and (5) the responsibilities and functions of teachers and administrators in working with teacher aides. (SM)

ED028141

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TEACHER AIDE PROGRAM

for

First Grade Classes

FRANKLIN TOWNSHIP PUBLIC SCHOOLS
DIVISION OF INSTRUCTIONAL SERVICES
761 HAMILTON STREET
SOMERSET, NEW JERSEY

SP002388

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1968

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FOREWORD

The establishment of a teacher aide program in any school system is a major undertaking. It cannot be done without considerable planning and dedication on the part of many staff members. Franklin Township was extremely fortunate in having available the advice and counsel of Mrs. Jane Holub, Somerset County Helping Teacher, during the planning stages of this project. Mrs. Holly Hagmann, Title I, E.S.E.A. Coordinator for Franklin Township, provided continuing leadership during the training phases and has served since then as a resource person to the project schools. The encouragement and assistance received from the County Superintendent's Office and the State Department of Education were vital to the initial success of the program. And finally, and in a most important way, the reception of the Aide Program by our teachers and building level administrators has created a climate in which new and innovative relationships can develop for the benefit of the students we serve.

PHILOSOPHY

We believe that the teacher aide in the classroom will enable the certified classroom teacher to devote more time and attention to instruction and to those teaching activities that require the insight which a background of professional training provides.

The trained teacher aide can provide many services by extending activities which supplement instruction such as aid in the preparation of instructional material, help with the use of audio-visual materials and equipment, demonstrations and additional attention to small groups or individuals needing reenforcement. The aide can relieve the teacher of many clerical tasks which presently require professional time. The teacher aide may help in the supervision of physical activities of children in informal instructional settings, collection of monies, regrouping of furniture and other classroom arrangements, drill and reenforcement activities.

It is our belief that the teacher aide should never be expected or permitted to make professional judgments nor to initiate learning activities which require diagnosis of the educational needs or skill levels of pupils. Further, the teacher aide should work under the immediate supervision of the cooperating teachers and be responsible to them. Directions and assignments must be received from the teachers.

RECRUITMENT AND SELECTION

Initial publicity for openings as aides is conducted by building principals to encourage them to take a more active role in the recruitment process and to involve community people who have a demonstrated personal committment to education. Further publicity is given by the local newspapers. Application forms are readily available in each school and at the administrative office of the Franklin Township Public Schools. (See Exhibit A)

A personnel committee composed of the Assistant Superintendent, the Project Coordinator, three school principals and three first grade teachers interviews all applicants. Screening and selection is based upon committee evaluation of the following considerations:

1. Minimum education, high school graduate.
2. Speech patterns that are free of basic grammatical errors.
3. Evidence of interest in and empathy for children.
4. Ability and willingness to accept and follow directions from classroom teachers.
5. Some knowledge of school procedures.
6. Able to hold a confidence.
7. Good moral character.

Final selection of all aides is made jointly by the Assistant Superintendent and the building principal where the aide will actually be working.

In addition, each aide selected is required to file a health form in the Administrative Office prior to starting employment. (See Exhibit B)

All aides employed are paid a standard **per diem** amount. Each aide is paid only for the number of days actually worked. No fringe benefits are provided. Wages are paid twice per month.

The performance of the teacher aide will be evaluated throughout the period of employment by both teachers and school principals. Since all aides are employed on a per diem basis, employment can be terminated at any time.

TRAINING SEQUENCE

Nine days are required to complete the experiences scheduled in our training program.

Our purpose is to provide a framework for understanding young children in the school setting and the educational goals of first grade classes in Franklin Township.

This outline indicates areas of emphasis and sequence. The scope of training activities will be modified as required to best implement the training, and extend the background of experience of each teacher aide involved in the program. The focus will be on the following topics:

1. Orientation to the school system and public education in general
2. The child and the learning process
3. Sociological implications for learning
4. Specific curriculum areas
5. Audio-visual equipment and aids

All teacher aides will receive this training prior to beginning service in classrooms. Aide substitutes will also be trained to insure an adequate reservoir of trained personnel if substitution is required.

First Day . . . ORIENTATION

Interpretation of Project Objectives
Background of Title I, E.S.E.A. — History of the Act —
Eligibility of schools; Eligibility of children

Statement of Philosophy underlying the Teacher Aide Program
Basic Scope of Project,

Role of the Teacher Aide
Specific duties of the teacher aide; limitations of the role

Scope of the Training Program
Education in a Changing Society

Filmstrips, tapes and discussion "Focus on Change" NEA
"Planning and Organizing for Teaching" NEA
"Deciding What to Teach" NEA

Overview of the Franklin Township School System
Philosophy, goals, organization and administration
School procedures — Staff functions and relationships
Teacher responsibilities
Role of the Principal

Ethical Responsibilities of the Teacher Aide
Interpretation of the NJEA Code of Ethics

Franklin Township — A School System in a Changing Society

Second Day . . . THE CHILD AND THE LEARNING PROCESS

Characteristics of Early Childwood
The School Child, Ages 5-7
Basic needs shared by all children
Developmental growth
Sex differences in development
Cultural and educational influences on developmental patterns
Individual differences

Developing an Effective Learning Climate
Presentation by Child Development Consultant
followed by questions and discussion

The Learning Process — Research Findings

Factors Influencing Learning Progress
Vision and Hearing
Acuity, perception, discrimination, memory

Coordination —
Gross and small muscle control
Eye movement and eye-hand

Orientation
Levels of Thinking

Interests

Presentation by Learning Disability Consultant, followed
by question and answer period

Helping the teacher with children who have learning problems
Techniques and materials
Demonstration and work session

Third Day . . . SOCIOLOGICAL IMPLICATIONS FOR TEACHING AND LEARNING

Social Conditions Affecting Learning

Focus on the Disadvantaged Child
- Economic deprivation
- Nutrition and health
- Cultural disadvantagement
- Language and language pattern barriers
- Home — school relationships

Panel with school social worker and representatives of Health and Welfare Agencies
- Question and answer period

Film — "Portrait of a Disadvantaged Child"
- Small group discussions
- Problems of Adjustment Faced by First Grade Children
- The teacher in the role of guidance counselor
- Sources of frustration for first grade pupils
- Teacher responsibility for referral to other personnel
- How the teacher aide can help

Suggestions from teachers, guidance counselor

Summary — representative from Child Guidance Center

Fourth Day . . . CURRICULUM OVERVIEW

Scope of the Primary Grades Curriculum
- Principles and practices
- Subject matter and skills
- Materials and methods
- Developmental sequence
- Unit teaching and the use of multiple textbooks

Presentation, demonstration and participation with a primary grades curriculum consultant

Providing a Frame of Reference
- Filmstrip, disc and discussion, "A Good Day in First Grade"

Handwriting Instruction
- Teaching demonstration and practice in making charts, writing on chalkboard and use of special primary paper

Examination of materials of instruction
- Aides to rotate among arithmetic, spelling, social studies, reading, science and handwriting stations with a resource teacher at each station

Fifth Day . . . CURRICULUM

Arithmetic
- The scope of the mathematics program in grade one
- Concept development
- Discovery
- Concrete learning materials
- Creating and using manipulative materials

Demonstration, participation and discussion with an elementary school curriculum consultant

Language Arts — AV media
- The nature of communication
- The function of audio-visual aids
- Advantages and factors affecting the use of AV aids
- The scope of audio-visual instruction — flats to field trips

Presentation by audio-visual media specialists

Exhibit of teacher-made charts and supplemental aids to instruction

Sixth Day . . . EFFECTIVE USE OF AUDIO-VISUAL EQUIPMENT

Demonstration and Workshop
- Phonographs
- Listening Stations
- Tape Recorder
- 16 mm. Film Projector
- Synchronized Filmstrip and Slide Projector
- Filmstrip Previewer
- Opaque Projector
- Overhead Projector
- Photocopy Equipment
- Machines to make Transparencies
- Primary Typewriter
- Spirit Duplicator

Small group and individual training. Each aide will demonstrate her ability to use each item of equipment listed above

Seventh Day . . . CURRICULUM

The Teaching of Reading
- Understanding the Reading Process
- Readiness for Reading and Reading Readiness Experiences

Directed Reading Thinking Activities
- Setting purposes for reading
- Teaching necessary skills
- Extending reading activities

Use of Supplemental Materials and Equipment
Visual Imagery
Creative Writing
Presentation and demonstration by Reading Consultant

Reading Aids Workshop
- Each teacher aide will create and develop samples of instructional reading material and demonstrate their use. Such material would include charts, experience stories, word banks and flash cards

Eighth Day . . . CURRICULUM

Language Arts
- What is meant by language arts — building communication skills
- Extent and importance

Role of the Librarian and Use of the Library
- Teaching and servicing materials of instruction
- Using the Dewey Decimal System
- Story-telling techniques
- Oral reading of poetry
- Finger plays
- Reference reading in first grade

Teaching Spelling to First Grade Children
- Techniques, research findings and practices

The Science Program
- Learning through experimentation and discovery
- Science approaches

Social Studies Concepts at the Primary Level
Art and Music Experiences
Health and Physical Education for Ages 5-6-7
Extending the Effectiveness of Special Subject Teachers
"Enrichment"

Ninth Day . . . PLANNING

Clarification of Questions and Problems Presented by Teacher Aides
Summary of the Training Program and Program Goals
Review and Restatement of the Role of the Teacher Aide
Open discussion by administrators, supervisors and aides

School Orientation and Planning
Responsibilities of the Principal in Program Implementation
Classroom visitation and observation
Kindergarten and first grade classes

Building level orientation with principal and teachers with whom the teacher aide will be working in the assigned school

Teacher Responsibility for Effective Use of Aides
Teacher — Teacher Aide planning
Classroom organization
Influence of physical arrangement and setting
Group control

General goals of the training program include:

1) actual experiences with materials of instruction and equipment to be used in first grade classrooms

2) involvement of school principals in all or part of the program

3) one to one, and small group contact with consultants, presentors and other resource personnel.

*All of the photographs in this publication were done by the Somerset County Media Center, 422 Route 206 South, Somerville, New Jersey.

GENERAL GUIDELINES FOR TEACHER AIDES

In addition to the specific duties which you have assumed as a teacher aide, there are many obligations and responsibilities which result from being involved in the educational process. This summary of some expectations may help to convey the extent of your responsibility and serve as guidelines.

1. ORIENT YOURSELF TO THE JOB — Confidence in performing your assignment successfully will depend on your continual effort to train and orient yourself. Accept correction in the spirit of improvement. Establish rapport with children and staff.

2. BE RESPONSIBLE — Support the teacher. Complete assignments promptly. If you do not understand her procedure, discuss this with her. Do not undermine her procedure with the children. The tasks you perform and those which you do not perform will determine the quality of relations which result from your service; not only for you, but for all other aides in the program.

3. BE RELAXED — You are a helper. The teacher originates the plans and does the teaching. She has the responsibility for instruction, supervision and discipline. You help her extend her plans and services.

4. BE PLEASANT AND FRIENDLY — Children may sometimes be moody, discourteous or annoying, but they depend upon adults to be consistent, and to be fair to provide models of behavior. A pleasant word may often change the whole direction of a situation.

5. BE NEAT — Young children learn from example. You have an obligation to be well groomed and meticulously clean. Bright, well-fitting clothes and interesting accessories are appreciated by young children and provide additional topics for conversation with them.

6. BE CONSISTENT AND FAIR — Treat all children with the same friendly courtesy which you accord the staff. Use the same degree of firmness for all.

7. BE AWARE — Recognize that different teachers have different teaching styles and work successfully with children in different ways. You must learn that you will have to adjust to each situation and help in different settings. Understand that the presence of a new adult in the classroom may be upsetting to children. Be patient, this will pass.

8. BE CONCERNED, BUT — Do not become overly involved in your personal relationships with children. Refer parental problems to the teacher. Refer discipline problems to the teacher. Avoid physical contact with children.

9. BE DISCREET—The personal records of children exist only to provide information on child growth for the professional staff. **These records are confidential and are not to be seen or used by aides.** Similar information which you may obtain as a result of classroom activities must be treated with the utmost care and confidentiality.

10. BE WISE — **Never** discuss pupils with parents. Avoid discussing school business out of school.

SPECIFIC DUTIES OF TEACHER AIDES

The teacher aide can:

1. supplement the services of professionally trained teachers
2. allow teachers more time for instruction
3. provide drill and reenforcement of teacher instituted learning activities
4. assume many of the clerical functions performed by teachers
5. supervise children in informal instructional settings
6. provide more one to one and small group relationships with a supportive adult
7. supervise individual and small group assignments and activities
8. write experience stories as dictated by children
9. read poetry and tell stories
10. guide pupils in the use of visual aids
11. prepare copies of seatwork that has been developed by the teacher
12. place material on the chalkboards
13. prepare charts under the teacher's direction
14. prepare tapes and transparencies
15. supervise free activities during play periods
16. aid the teacher with hall, lavatory, and lunchroom duty
17. help in room arrangement, exhibits, displays, and bulletin boards so as to create a more effective learning climate
18. improve the use of library facilities and services.

TEACHER RESPONSIBILITIES IN WORKING WITH TEACHER AIDES

The use of para-professional services in the classroom will necessitate some adjustment for the regular classroom teacher. This change will be in the direction of professional improvement and will require that the teacher assume certain specific responsibilities in her relationship with the aide.

The fact that another adult will be functioning in the classroom should permit a considerable time increase in direct teacher instruction, as well as further professional attention to individual instructional problems. This will usually require a modification of present teaching routines. The willingness to make full use of the aide's services will necessitate that more time be spent in planning.

In order to make effective use of the teacher aide in improving the instructional program the teacher must be responsible for making sure that:

1. the pupils are aware of the need and value of the aide's services.
2. the work planned for each day is designed to meet the individual differences of the pupils with whom the aide will work.
3. the aide has a copy of the daily lesson plans, clearly indicating the aims and objectives of the scheduled lessons.
4. daily pre-planning with the aide clarifies these objectives in terms of the individuals or small groups to which the aide will direct her attention.
5. pre-planning with the aide includes the use of supplementary audio-visual aids and special techniques for each lesson with which she will help.
6. post-lesson discussions evaluate the aide's participation and the outcome of the lesson for the pupils.
7. units and/or outlines of projected plans are developed with the aide so that long range goals are clarified and extensive use of audio-visual materials is incorporated into long range planning.
8. a daily record is kept of the activities of the aide and her effectiveness in improving instruction in that particular classroom.
9. school records and reports are not only handled with care but considered to be professionally confidential. This includes cumulative folders and current results of pupil assessment tests.
10. professional assistance is requested from the project coordinator on a regular basis as well as when problems arise to insure the continuity and strength of the program.

It must be made absolutely clear that the diagnosis of educational needs, instruction, supervision of educational progress and evaluation of educational growth remain the exclusive responsibility of the teacher. The services of the professionally trained teacher may be supplemented but they cannot be replaced.

The aide is not to be expected, nor allowed, to make professional judgments. The aide is never permitted to initiate learning activities which require diagnosis of the instructional needs or skill levels of pupils. The aide must always receive directions and assignments from the teacher.

The teacher may not abdicate her responsibilities concerning discipline. The aide must refer all discipline problems to the teacher.

The teacher is at no time to leave class supervision or any other legal or moral responsibility to the aide. If the teacher must be away from the classroom for more than thirty minutes, another professional educator must be responsible for the class.

It is expected that all teachers will have the wisdom to use correction rather than criticism in bringing about improvement in the level of teacher aide performance. The more skillfully the aide is taught to be successful, the more valuable her help will be to the classroom. Willingness to extend teacher aide training will improve working relationships and may result in the sharing of many ideas. However, the teacher should not hesitate to tell the aide exactly what is wanted and how it is to be done. The aide is there to help the teacher.

The purpose of the program is to improve educational opportunities for children, not to give teachers released time. The aide service will be as good as the planning which takes place. Simply designating a schedule of clerical tasks is not good planning!

Full anecdotal records and complete progress folders will help plan for individual student needs. The aide may have many good ideas. This is where patience spent in extending training will pay off.

INVOLVEMENT OF PRINCIPALS IN THE TEACHER AIDE TRAINING PROGRAM

Principals, teachers and teacher aides need to reach clear and common understandings regarding the teacher aide service. There must be unity in the perception of goals if there is to be any integration of the work of the aide with that of the regular teacher. With this in mind, the principal can reinforce the general aims of this program:

1. Children who are functioning well below the levels of achievement in language arts normally expected of first grade pupils are the focus of this project. It is hoped that the increase of communication skills stemming from an improved instructional program as a result of this program will also result in more effective participation in the entire learning environment as well as producing a major improvement in self-image.

2. Much emphasis will be placed on the utilization of a variety of activities to aid more effective learning of language arts skills. These will include concentrated emphasis on the use of audio-visual aids and increased time in direct pupil-adult communication. Such enrichment is expected to hasten the integration of children who come to school with serious cultural deficiencies.

3. A variety of field trips in this general region which are appropriate to this developmental level will be conducted. All children in target classrooms are eligible to participate in these trips but the focus will be specifically on the needs of the educationally deprived.

4. Minor health problems which limit school achievement will be referred for investigation. In cases where economic deprivation is established, some aid may be provided within the limits of this grant.

Aides will be assigned to specific schools and be directly responsible to the principal who administers that building. As a para-professional member of that staff, the teacher aide will 1) receive copies of administrative bulletins which would be of any importance to the teacher aide functions and 2) be welcomed at any professional meeting which would improve orientation.

The principal, in the normal function of building administrator will assure that each teacher aide is:

1) informed concerning the procedures for checking in and out

2) aware of basic school procedures and rules for lunchroom and playground activities

3) advised concerning fire drill and security drill procedures

4) properly introduced to the faculty

5) made to feel welcome in the faculty lounge

6) accepted by the staff as performing a valuable service role

7) given courteous assistance by the staff when necessary

As building supervisor, the principal will evaluate the performance of the teacher aide. Clarify responsibilities if necessary, and report absences.

As instructional leader of the school, the principal will have a vital interest in any modification of current teaching practice. The principal will be concerned with evaluating the effect of teacher aide service on the instructional program as a whole and on the developmental progress of all the children in the classroom. The impact on the progress of the target children will be of particular importance.

The principal will work closely with the project coordinator toward successful implementation of the program, requesting and using the services of the coordinator as a resource person to help to improve the instructional program.

An attempt will be made to keep parents informed concerning this project. All parents will periodically be invited to visit and observe the project in action.

FUNCTION OF THE PROJECT COORDINATOR

The project coordinator will function in the several activities required to insure the most successful implementation of program objectives and to keep the program in balance in each of the various schools involved.

These activities will include planning, preparation of plans, making of arrangements, collocation, organization, disembroilment, conference, consultation, demonstration, recommendation and analysis reporting.

This function will require interaction in a number of relationships as follows:

PUPIL — observation and diagnosis

CLASSROOM — observation and analysis

TEACHER AIDE — initial training, planning, and coordination of training program, extension of training opportunities, arrangements for interaction with other teacher aides and teachers as necessary, and disembroilment.

TEACHERS — conference, demonstration, suggestion aid with planning organization and making arrangements.

PRINCIPALS — regularly scheduled consultation to determine whether various aspects of the program are being implemented and if resources and materials are being used to best advantage, recommendations.

OTHER RESOURCE PERSONNEL — contacting, making arrangements and plans for helping individuals in the program to realize their fullest potential.

ADMINISTRATION — reporting to the administrator at frequent intervals concerning progress of the program and organizing resources; serving as a resource person in areas of competence.

GENERAL FUNCTIONS — 1. on going in-service training and orientation
2. consistent attention to aims of the program
3. program evaluation.

EXHIBIT A

FRANKLIN TOWNSHIP PUBLIC SCHOOLS

Division of Instructional Services

761 Hamilton Street
Somerset, New Jersey 08873

TEACHER AIDE PROGRAM

Franklin Township Public Schools is seeking qualified applicants for eighteen teacher aide positions. The school system is also interested in securing the services of four adults who will be willing to function as substitutes whenever the regularly employed aides are absent.

The general qualifications required of candidates are:

1. Minimum education, high school graduate.
2. Speech patterns that are free of basic grammatical errors.
3. Evidence of interest in and empathy for children.
4. Ability and willingness to accept and follow directions from classroom teachers.
5. Some knowledge of school procedures.
6. Able to hold a confidence.
7. Good moral character.

The duty day will be from 8:30 a.m. to 3:15 p.m. and each aide will divide her time equally between two first grade classrooms. The aide program is part of a federally funded project under Title I, Elementary and Secondary Education Act. All aides are to be employed on a per diem basis, $17.00 per day, and the present program authorization will terminate at the end of the 1967-68 school year. Naturally, the school system is hopeful that the program will be approved for funding during the next school year; however, there is no guarantee that this will occur or that if it is approved for another year that sufficient funds will be available to permit the continued employment of all aides.

Each aide and each substitute aide will receive approximately ten days of training prior to beginning her official duties. Teacher aides will assist first grade teachers by preparing seatwork and charts, placing materials on the chalkboards, preparing tape recordings, transparencies, and other audio-visual materials, checking objective type tests but not assigning grades, taking dictation of students' experience stories for the reading program, telling stories and reading poetry, working under the teacher's direction with individuals and small groups, and guiding students in the use of visual aids.

If you have any questions regarding this program, please feel free to contact the Division of Instructional Services, Franklin Township Public Schools, Somerset, New Jersey, Telephone - 249-3900, extension 17.

FRANKLIN TOWNSHIP PUBLIC SCHOOLS
761 Hamilton Street
Somerset, New Jersey

APPLICATION FOR EMPLOYMENT AS A TEACHER'S AIDE

1. Name..... Date.....
Last First Middle

Social Security Number.....

2. Address..... ....
Street or R.F.D. City State

3. Phone (.....) ..... 4. Sex: Male..... Female.....
Area Code

5. Height..... Weight.....

6. Any defect in sight or hearing? (Explain)

.....

7. Any record of other physical, mental, or emotional limitations? (Explain) .....

8. Marital Status: Single..... Married..... Widowed..... Divorced.....

9. List Name and Address Where Last Employed.....

.....

10. Salary..... per week 11. When can you begin work?.....

12. Education

Name and address of Institution: Include High School, College, and any Special Courses taken	Type of Course	Date of Entrance	Date of Leaving	Diploma or Degree	Average Grades	Highest Grade Completed in High School

.....

.....

.....

13. List any experiences you have had working with children: (i.e. Scouts, 4-H, Recreation Programs, etc.).....

.....

.....

14. Give names and addresses and positions of four people who have first-hand knowledge of your character, ability, and experience.

Name	Address	Position

15. Why do you wish to leave your present position?.....

.....

16. REMARKS: Please submit any additional information on a separate sheet that you feel is pertinent to your candidacy for employment.

17. List schools in which you prefer to be assigned.....

.....

18. I hereby agree to accept the per diem rate for day-to-day employment as a Teacher's Aide as established by the Board of Education of Franklin Township.

Signed .....

Date .....

Please return this form when completed to the Division of Instructional Services, 761 Hamilton Street, Somerset, New Jersey.

FOR OFFICE USE ONLY

School Assigned..... Date of Interview.....

Interviewed by.....

Personnel Committee Recommendation..... Board Action.....

EXHIBIT B

EMPLOYEE PHYSICAL EXAMINATION RECORD

FRANKLIN TOWNSHIP SCHOOL SYSTEM

Somerset, New Jersey

Date of Examination.....19.....

Name .....

Address .....

School .....

Position .....

1. Is there any evidence of physical deformity or defect?.....
2. Is there any evidence of tuberculosis? Yes..... No.....
3. Type of test:
   Xray: Neg..... Pos..... Other test: specify.....

   Date of test.....
4. Is the employee free from any communicable diseases or infectious diseases? .....

   .....
5. Is the employee physically fit to perform his or her school duties?.....

   .....
6. Remarks:

   .....

   .....

   .....

NOTE: Form must be returned to:
Superintendent of Schools Office
By or on: SEPTEMBER 1

Examination made by:

..... M.D.

Address .....

.....

.....

The Xray Mobile Unit will be in the School District in the Fall.

EXHIBIT C

State of New Jersey

Department of Education

OFFICE OF TEACHER EDUCATION AND CERTIFICATION

Trenton 08625

February 1968

REGULATIONS AND RECOMMENDATIONS OF THE STATE BOARD OF EDUCATION FOR THE EMPLOYMENT, ASSIGNMENT, SUPERVISION, AND TRAINING OF SCHOOL AIDES

BACKGROUND

The use of school aides to perform a variety of non-professional functions is growing rapidly in New Jersey schools. Recent studies indicate the employment in 1967 of over 3300 aides in 200 school districts, compared to approximately 1000 aides in 123 districts in 1966.

The introduction of new types of personnel in the schools should have a positive influence on the quality of education provided to children. The State Board is concerned that these additional persons be used wisely and that school organizations establish appropriate policies to ensure wise usage. These policies should include attention to selection; the nature of assignments, including time and compensation; supervision; relationships with professional personnel; in-service preparation; as well as the regulations and recommendations given later in this document.

Definitions:

A **clerk** is a person who performs routine and mechanical tasks in libraries, school offices, clerical pools, and other locations.

An **aide** is a person who, under the direct supervision of a principal, teacher, or other designated certified professional personnel, assists in the supervision and instruction of pupils by performing duties such as the following:

(a) in general school functions, assist with playground supervision, bus loading, and monitoring lunchrooms,
and/or

(b) in classrooms, assist the teacher with housekeeping duties, collection and preparation of instructional materials, supervision of pupil activities, and other duties assigned by the teacher.

Certification of School Aides

Certification is not required for clerks. However, school aides and/or classroom aides as defined above, assisting in the supervision of pupil activities under the direction of a principal, teacher, or other designated certified professional personnel, shall be appropriately certified in accordance with rules and procedures approved by the State Board of Education.

Development and Approval of Standards for Appointment and Certification

At this time, the Board thinks that uniform statewide requirements should not be established for these new types of auxiliary personnel. The presence of aides is new and undoubtedly results in some changes in staff utilization in many schools. Job assignments will vary among districts, depending upon local staffing patterns and the types of assistance desired locally for the teachers and other certificated professional personnel. Flexibility is necessary to encourage local development and experimentation with a wide variety of roles for non-professional aides.

However, school districts employing aides must develop job descriptions and standards for appointment. These descriptions and standards should be based on study of local needs. The nature of the job descriptions will indicate the qualifications to be met, the proficiency standards needed, and the pay to be received.

The locally developed descriptions and standards adopted by the board of education shall be submitted by the superintendent of schools or chief administrative officer to the county superintendent for approval, in accordance with the regulations outlined below.

REGULATIONS

1. Any board of education employing school aides or classroom aides shall submit to the county superintendent of schools a job description for each type of aide to be employed, setting forth the duties to be performed, the types of proficiency needed, the qualifications to be required, and the arrangement for supervision of the aides. The qualifications shall include proof of good moral character.
2. The county superintendent of schools shall review the job descriptions and the qualifications proposed for positions for the various types of supervisory or classroom aides. If he finds that the descriptions and qualifications are in accord with the policies of the State Board of Education, and conform to sound educational practice, he shall approve them, and notify the school board of his approval in writing.
3. At least once each year, and at such other times as the county superintendent may require, the superintendent of schools or chief administrative officer shall submit to the county superintendent the names of the persons employed as aides, and a statement certifying that the persons appointed meet the qualifications approved by the county superintendent of schools and are being supervised in accordance with the approved plan. The local superintendent and the county superintendent shall keep appropriate records of the individuals so certified.

RECOMMENDATIONS

The recommendations which follow are intended to assist school authorities in developing sound plans and programs for the employment, supervision, and in-service training of school aides.

1. Qualifications

Aides should be of good moral character.

Aides should meet the health qualifications required of teachers.

Aides should be able to perform adequately the tasks to which they will be assigned.

2. Assignment and Supervision

Personnel policies of school districts should make it clear that aides are to be employed to help schools provide better instructional services to students. Personnel policies should provide that aides are not employed to relieve teachers of their teaching responsibilities nor to change the overall student-to-teacher ratio in a school.

The work assignment for an aide should be so defined that it is clear to which certificated person the aide is responsible at all times.

Aides should be assigned with respect to their interests and qualifications.

Certificated personnel should periodically review and evaluate the proficiency of aides. Teachers to whom aides are assigned should have key roles in this process.

Aides should not be used as substitute teachers. Only certified teachers are to be responsible for instructional programs.

3. Training of Aides

Specialized competencies required of aides should be developed through appropriate training programs provided by the school system. The training programs should include actual practice in the operational skills required of aides as a result of their assignments. The resources of the high schools, adult education programs, and colleges should be utilized, whereever appropriate. Aides should be given a general understanding of the purposes and organization of public education, and of the confidential aspects of certain phases of their work.

Professional organizations are encouraged to sponsor meetings for aides so that they may become better able to serve in the schools.

School districts and professional associations should establish in-service preparation programs which will help principals and teachers work with aides easily and effectively.

4. Encouragement of Professional Preparation

Some aides may be employed who possess the ability and motivation to undertake a collegiate program of teacher education. Schools are encouraged to cooperate with colleges and universities in the development of appropriate part-time work-study programs for these people. Schools should not overlook the opportunities to employ as part-time aides students in nearby teacher-education colleges.

Approved by the New Jersey State Board of Education February 7, 1968.